

A STUDY OF THE ROLE OF THE ELEMENTARY SCHOOL
LIBRARIAN IN READING INSTRUCTION IN THE REGION II,
EDUCATION SERVICE CENTER AREA OF TEXAS

A Graduate Research Project

by

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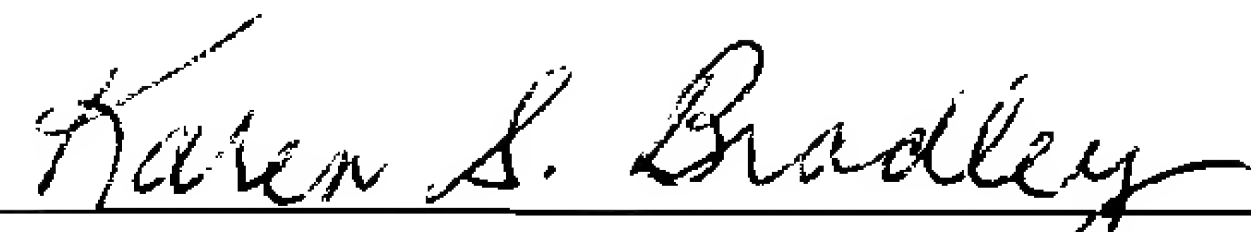
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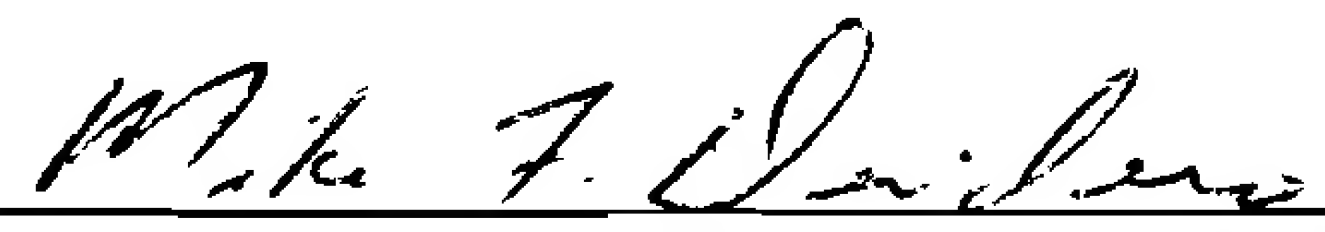
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ABSTRACT

A Study of the Role of the Elementary School Librarian in

Reading Instruction in the Region II, Education Service

Center Area of Texas

(May 2006)

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The purpose of this research project was to study the role of elementary school librarians in reading instruction in Region II, Education Service Center area of Texas. By using school web sites and telephoning schools it was found that 51 of the 104 elementary schools did indeed have school librarians while 46 did not. The study found that 7 shared a librarian between campuses.

Scores from these 104 elementary schools TAKS reading test were collected from the 2004-2005 School Report Cards found on the Texas Education Agency Web Site. To determine if schools with librarians scored higher on the TAKS an ANOVA was run using SPSS. An ANOVA was used instead of a T-Test because there were three grouping variables (schools with a librarian, schools without a librarian, and schools that shared a librarian). The ANOVA showed no significant difference in the scores on the TAKS Reading Test. ($F(2,100) = 2.67, p = .074$). These findings could be due to other reasons, such as teacher to pupil ratio or differences in how schools prepare for the TAKS Reading Test. These findings are different than findings in other states such as Colorado, Alaska, and Pennsylvania where studies

conducted found that having strong school libraries and librarians increased test scores.

An electronic questionnaire was sent out to the 51 librarians to gather information on their knowledge of reading instruction and their roles in reading instruction in their specific schools. There were 28 respondents which provided a 54 percent response rate. Most of the librarians had some knowledge of phonics 23 (82%), whole language 21 (75%), and balanced literacy 21 (75%). While the librarians showed knowledge of reading instruction methods 16 (57%) stated they do not help with reading instruction in their school and 12 (46%) stated they would not want to be involved with reading instruction.

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To my wonderful husband Paul, your love and encouragement have helped me more than you could ever know.

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CHAPTER I

INTRODUCTION

An ever-increasing problem in the United States is the shortage of qualified teachers. Over the last few decades there has been tremendous concern over the shortage of teachers. Some states have tried to fill those vacancies by allowing non-certified people to teach or “fast tracking” others. Fast tracking involves alternative certification programs instead of the traditional education degree route. Ingersoll (2003) and Bracey (2002) theorize that the problem isn’t a lack of teachers but a lack of teacher retention. According to Ingersoll (2003) many new teachers, 46 percent, leave the teaching profession after the first five (5) years.

Over the past ten to twenty years many school systems have faced budget cuts. During these tough times the administration looks at ways to ease the financial burden. Inevitably, one area that always gets cut is the school library or school media center. In recent years, not only have the allocation budgets been cut, but some schools are not staffing the library with a certificated school librarian, school media specialist, or teacher librarian. In Newton, Massachusetts, a suburb of Boston, there are only seven librarians to cover fifteen elementary school libraries due to budget cuts (Bee, 2005). School systems from Massachusetts to Indiana to Texas have been facing the issue of how to fund the school library (Goldberg, 2005).

Not all elementary school libraries in Region II, Education Service Center area of Texas are staffed by licensed school librarians. In Region II, Education Service Center area of Texas, there are 47 school districts. The districts range from large

urban cities (Corpus Christi) to small rural townships (Ricardo), and everything in between.

Research Questions

1. What historically has been the role of the school library and librarian in the process of reading instruction?
2. Do elementary schools in the Region II, Education Service Center area have licensed school librarians in their school libraries or do they have other less-qualified personnel in their libraries?
3. Do the elementary schools in Region II, Education Service Center area that have licensed school librarians score higher on the reading portion of the TAKS test?
4. What role if any do elementary school librarians play in the reading programs of Region II, Education Services Center area schools?

Purpose of the Study

The purpose of the study was to examine the role of the elementary school librarian in the teaching of reading in elementary schools in Region II, Education Service Center area.

Hypothesis of the Study

The hypothesis for this research project is that not all elementary school libraries are staffed by licensed school librarians and that those schools that are staffed appropriately have higher reading scores.

Assumptions of the Study

1. Respondents answered surveys openly and honestly.

2. The attitudes of the respondents towards libraries may influence their responses.
3. The number of responses may be impacted by the electronic circulation of the survey.

Delimitations of the Study

1. This study did not cover all of the United States, nor the entire state of Texas.
2. This study did not cover the entire South Texas Region.

Limitations of the Study

1. This study was limited to school districts within the service area of the Region II, Education Service Center area.
2. This study was limited to elementary schools within the service area of the Region II, Education Service Center area.
3. The survey was conducted electronically and the responses were collected in an online database.

Definition of Terms

Reading Program

Any type of formalized reading instruction.

School librarian/school media specialist/teacher librarian

Any person who holds a Master's of Library Science and valid teaching certification.

Texas Assessment of Knowledge and Skills (TAKS)

The Texas Assessment of Knowledge and Skills (TAKS) is a comprehensive testing program for public school students in grades 3-11. The TAKS is designed to

measure to what extent a student has learned, understood, and is able to apply the important concepts and skills expected at each tested grade level (Texas Education Agency, 2003-2004).

TAAS Texas Assessment of Academic Skills (TAAS)

The TAAS was the state-mandated assessment of student performance given to Texas public school students from 1990 through 2002. In 2003 the TAKS (Texas Assessment of Knowledge and Skills) was administered for the first time (Texas Education Agency, 2003-2004).

The study includes an introduction in Chapter I and a review of the literature in Chapter II, which provides a survey of the research of the impact of school librarians on reading instruction. Chapter III contains information on the type of survey and participants. This follows by Chapter IV which presents an analysis of the data. Chapter V consists of a summary of results, and conclusions.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Should the school media specialist teach reading? For some people this is a black and white issue but in the era of *No Child Left Behind* the instructional role of the school librarian may be blurring. If one looks at the last few years' citations in journals concerning with school media centers, there is an ever-changing and ever-increasing number of articles that deal with the every changing and ever increasing instructional role of the school librarian. Gone are the days of shelving books and providing a place for study hall. Many of today's school media centers are bustling hubs of activity.

- *What historically has been the role of the school library and librarian?*
Have they played a role in reading instruction?

School libraries have their roots in New York State, where in 1827 Governor DeWitt Clinton first purposed legislation that provided funding for libraries in schools. That legislation did not get put into effect until 1835, but it paved the way for other states to pass funding legislation for school libraries. In a report from the Bureau of Education released in 1876, fifteen states had functioning school libraries in various forms (New York, Massachusetts, Michigan, Connecticut, Rhode Island, Iowa, Indiana, Ohio, Wisconsin, Missouri, California, Illinois, Oregon, Kansas, and New Jersey). That same report mentioned that six states had passed funding legislation but at the time had not actually formed any libraries (Maine, Virginia, Kentucky, Minnesota, Colorado, and Pennsylvania) (Bowie, 1986).

While the legislation passed helped to form and fund school libraries, it was not long before the funding set aside was shifted to other items. In many states the school districts were given the option in the 1840s and 1850s to use the money raised for library funding to instead pay teacher salaries. Another issue of this time was that there were no identifiable library standards in place (Bowie, 1986).

In the later part of the nineteenth century, interest in school libraries increased again due to the Herbartian Movement in reading. According to Cecil and Heaps (1986, p. 50), "The Herbartian Movement in reading was a large factor in the awakening of educators to the potentialities of the library in the schools." The Herbartian Movement was founded by Johann F. Herbart, who believed that schools should start teaching children about character through the use of historical and literary stories (Cecil & Heaps, 1986). In fact, there was such a renewed interest in school libraries that in 1896 the National Education Association formed a department whose purpose was to investigate and address issues in school libraries (Bowie, 1986).

At the same time the Herbartian movement was reawakening interest in school libraries, some people thought that school libraries should be combined with public libraries (Cecil & Heaps, 1986). This is a topic that still is discussed today (Blount & Gardow, 2002; Olson, 1996). The arguments for combining services were based on economy, convenience, and efficiency. The benefits economically would be instead of building up two different collections the city or state would just have to fund one library. It was thought to be more convenient and efficient because patrons and students would only have to go to one location for service instead of multiple locations. Some school systems adopted this model but it never really caught on in a large scale (Bowie, 1986).

During the early part of the twentieth century not only did the focus of libraries change but so did the focus of education in general. Education moved from being centered around definite facts and skills to more of a theory-based system. Many educators wanted to see a more child-centered approach to education (Cecile & Heapes, 1986; Thomas, 1999). Three well-known schools of that time were the Platoon School or Gary Plan, Winnetka Plan, and the Dalton Plan. According to Cecil and Heapes (1986), the school library played a vital role in each of these school types.

In the 1920s two different documents were released that dealt with some issues surrounding school libraries. *Standard Library Organization and Equipment for Secondary Schools of Different Sizes* was released by the National Education Association in 1920 (Bowie, 1986). In 1925 The National Education Association in coordination with the American Library Association wrote *Elementary School Library Standards* (Bowie, 1986). These documents laid the ground work for the organization and structure of school libraries in the twentieth and twenty-first centuries. Both documents state that school libraries need to have certified librarians who are teachers and hold a Masters Degree in Library Science; in fact they are so adamant in this position that the 1920 document lists the names of approved Library Science Schools in the United States on page 11. The documents also called for library instruction to be taught by the librarian and gave instruction for collection development (Bowie, 1986).

In the time period from 1930 through 1950 there was once again a shift in thinking about school libraries. The thought then was that school libraries should be

separate from the public libraries and that teachers should use their school library instead of having a large collection of books in their classrooms. In the 1950s something happened that greatly benefitted the school libraries of the United States (Eisenberg, 1987). The Soviet Union put a man into space, which led to the 1958 National Defense Education Act (NDEA). This legislation benefitted libraries by making funds available to libraries to purchase new materials. In 1960 the American Association of School Libraries released *Standard for School Library Programs*, which detailed how a school library program should be organized. Another windfall for school libraries occurred in 1965 when the Elementary and Secondary Education Act (ESEA: Title II) was passed (Thomas, 1999). School libraries were given even more money to purchase new materials and equipment. Even though these two pieces of legislation were wonderful for school libraries, it is important to note that neither of them called for hiring certified librarians. Money quickly dried up for school libraries in the 1970's (Thomas, 1999).

While the 1900s through the 1960s were very good for school libraries, that time really was focused more on the collection development role rather than the teaching role of the librarian (Bowie, 1986; Eisenberg, 1987).

In the 1950s the librarian was seen more as a resource person and less of a teacher. The librarian was someone who provided books and prepared bibliographies for teachers to use with their classes. That role started to change in the 1960s when team teaching was promoted, and the idea was introduced that library instruction should be interwoven across the curriculum. From 1963 to 1968 a very progressive project was taking place. The Knapp School Library Project set up 10 demonstrative

libraries in schools of all levels. The project was designed to model how an ideal library could help with the curriculum and instruction in schools. (Case, 1969). This change in role seemed to permeate the professional literature (Grazier, 1979; Mahar, 1950; Lohrer, 1961), but few librarians and school systems were actually putting it into practice.

Today the school librarian is called upon to help plan lessons, team teach, help schools meet accreditation standards, and raise test scores. While many librarians are taking these changes in stride, some are not. Some school administrators still view librarians as the people who hand out the books instead of teachers and instructional change agents (Grazier, 1979).

Studies of over 3,000 schools in various states including Texas show that reading scores rise when the libraries are staffed by professional librarians, the library collection keeps growing, and the administration spends money on the libraries (school library media programs) (Glick, 2001).

When people think of school librarians they envision a woman with glasses reading aloud to children. Don't knock that image entirely, studies show that reading aloud to children help them build vocabulary. Oral reading has been integral to reading instruction in the United States since colonial times (Rasinski & Hoffman, 2003). From the colonial times to the early nineteen hundreds oral reading was considered the corner stone of reading instruction (Rasinski & Hoffman, 2003). Research has suggested that children below the age of eight acquire more new vocabulary indirectly from oral reading than from individual reading (Robins & Ehri, 1994). A study published in 1993 looked at how current classroom teachers

incorporate oral reading in to their curriculum. This study found that 74 percent of teachers conducted oral reading session on a typical day (Hoffman, Battle, & Roser, 1993). A study conducted by Elley found that children's vocabulary increased from listening to oral reading; this study concluded that students vocabulary acquisition improved by 24 percent (Elley, 1989). Vocabulary plays a large role in a student's ability and desire to read. In addition, reading aloud can also positively impact the reading program by improving students' listening skills, writing, reading comprehension, quantity and quality of independent reading, and helping students develop an awareness of story structure (Hemerick, 1999).

The three traditional roles of the school media specialist have been collection management, reading guidance and promotion of literature, and reference services. Collection management refers to the building, organization and reviewing of the collection. This includes purchasing new material, designing the layout of the library, circulation policies, and periodically weeding, or getting rid of, outdated or underutilized materials. Reading guidance and promotion of literature is probably the traditional role most-closely associated with reading instruction. In this role the librarian would recommend books to students based on the students taste and reading level. Finally reference services would be provided when a student needed help conducting research or finding a particular piece of information.

While these traditional roles are still undertaken by the librarian a fourth role has been added, the role of teacher. In school libraries across the country librarians are breaking free of the traditional mold, some by choice and others because they have been ordered to by the administration. The librarian has moved from being a

gatekeeper of information to being the key master (Walker, 2005). No longer is the librarian a passive figure that hides in the library, but an active figure who is or should be included in curriculum decisions. Many states, such as New York, call for close cooperation between the librarian and the language arts curriculum (Eisenberg, 1987).

Some traditional reading programs, whole language for example, have always recognized the importance of the librarian and school library (Lamme & Beckett, 1992). Because whole language is literature-based, tremendous value is placed on the library collection. This type of reading program traditionally has given librarians the chance to take part in such things as readers' workshop, book buddies, and sustained silent reading.

In a time when there is a tremendous emphasis placed on teacher and school accountability, librarians can help to ease the burden of traditional classroom teachers. Many states require that school librarians spend some amount of time teaching in a regular classroom, so the librarians are versed in instructional techniques. If they weren't required to teach in a classroom they at least did some student teaching. Librarians can play a vital role in the teaching of reading, especially at the elementary level where they normally get to see the students at least once a week. An ideal set-up for an elementary school would be a set time for the lower grades (K-2) to come in every week for reading or story time, while the upper grades come in for specific course related library instruction. When the lower grades come in for story time the librarian can talk to them about story structure while building their vocabulary, which also gives the students a feeling of warmth about the library. For the upper grades

the librarian can deliver book talks when the students are studying specific genres, go over resources when the students are working on a project, or lead literature circles in conjunction with the classroom teacher (Thomas, 1999).

While working with students the librarian can model different reading strategies. There is an excellent book by Christine Walker and Sarah Shaw (2004) that is all about school librarians teaching reading strategies. Walker and Shaw break the teaching down into four strategy groups: building interest, retelling, compare and contrast, and comprehension. In each strategy group they discuss and outline how different strategies can be used to facilitate teaching reading via the school librarian.

In the section on Building Interest, prediction word banks, character charts, and K-W-L charts are discussed. The second section dealing with Retelling discusses sequence, circular sequence story charts, goal structure mapping, and story element mapping. The Compare and Contrast section introduces t-tables and venn diagrams. The last section, Comprehension, deals with question answer relationships. All of the preceding topics are discussed in great depth many times in different reading courses (Walker & Shaw, 2004).

- *Do schools with licensed school librarians score higher on the TAKS reading test; and what type of roles does the school library/librarian play in the reading programs of these Region II, Education Service Center area schools?*

Currently there is no data available on the correlation between school libraries and scores on the TAKS reading test. However, there is data available on the impact school libraries and librarians had on the Texas Assessment of Academic Skills test.

According to a study performed by an independent company for the Texas State Library, students in schools who had a certified librarian were more likely to pass the reading portion of TAAS (Glick, 2001). The study found that in schools that had a library and certified librarian 89.3 percent passed the reading portion of TAAS, while only 78.4 percent passed in schools without a librarian or library.

School libraries in Texas are drastically understaffed, especially schools with more than three-hundred and fifty students. According to the study, *Texas school libraries: Standards, resources, services, and students' performance*, one-quarter of all school libraries in Texas do not have a certified librarian (Smith, 2001). It is not just librarians that the libraries are missing; they are also missing library aides. In many of the schools with libraries, the librarians spend their time on clerical duties, instead of lesson planning and teaching.

In 2003, Ysleta Independent School District, located in El Paso, conducted a review of school libraries and found many of them were understaffed (Ishizuka, 2003). In fact over half of the libraries were understaffed according to the state standards.

Texas is not alone in its findings that school libraries and librarians impact test scores. Studies conducted in Alaska, Colorado, Pennsylvania, and Massachusetts all have shown that school libraries and librarians impact student achievement. In Massachusetts a study conducted by Simon's College showed that at each grade level, schools with library programs had higher MCAS (Massachusetts Comprehensive Assessment System) scores and students score higher on the MCAS tests when there is a library instruction program (Baughman, 2000). In Alaska the students in schools

with librarians scored higher on the Version 5 of the California Achievement Tests (CAT5) in the areas of reading, language arts, and mathematics (Lance, Hamilton-Pennel, Rodney, Petersen, & Sitter, 1999). In a Pennsylvania study in 1998/99, three out of five Pennsylvania elementary schools with adequate school library staffing (61 percent) reported average or above reading scores, while the same proportion of such schools with inadequate library staffing reported below average scores (Lance, Rodney, & Hamilton-Pennell, 2000a, p. 35). In a Colorado study reading scores on the Colorado Student Assessment Program (CSAP) increased when there was a strong school library program in place and when the school librarian and classroom teachers collaborated (Lance, Rodney, & Hamilton-Pennell, 2000b).

CHAPTER III

METHODOLOGY

To answer research question one a thorough review of the literature relating to the historical role of school librarians was conducted.

To answer research question two a list of elementary schools in Region II, Education Service Center area was retrieved from the Region II, Education Service Center area web site. The schools selected were elementary schools that had grade levels that take the TAKS tests. Schools that only went up to the second grade and schools that contained grades seven and higher were not included in this study. Each schools' web site was examined to see if it contained information on the school librarian, if the information was not on the schools' web site or if the information was unclear a phone call was made to the school.

To answer research question three the TAKS reading scores were obtained from the School Report Cards that are issues by the Texas Education Agency. These scores were then compared to the list of schools with and without licensed school librarians. A T-Test was conducted to determine if there was a statistically significant difference in the scores.

To answer research question four a self-administered questionnaire was designed. The purpose of this questionnaire was to gather information on school librarians' knowledge of reading instruction and if they took an active part in the reading instruction program at their school. This questionnaire included open ended, closed, and Likert-scale questions. A link to this questionnaire was sent only to the

51 librarians at elementary schools in the Region II, Education Service Center area. The questionnaire was created specifically for this study and had never been used before. It was meant to be an avenue for collecting descriptive information. The primary investigator was not located in Texas at the time of the study so the questionnaire was created and administered electronically. This was done for the convenience of the librarians as well as the investigator. The self-administered questionnaire was available online at <http://www.surveymonkey.com/s.asp?u=340461479284>. There were a total of 28 (54%) responses to the questionnaire.

CHAPTER IV

DATA ANALYSIS

Introduction

After thoroughly reviewing the literature it is apparent that school librarians historically have had very little to do with reading instruction in schools. While their roles have evolved over time it has only been within the past twenty years that they have really started to be acknowledged as teachers. School librarians have gained more attention in the last ten years due to studies that examine their influence on student success in Colorado (Lance, Rodney, & Hamilton-Pennel, 2000b), Alaska (Lance, Hamilton-Pennell, Rodney, Petersen, & Sitter, 1999), and Pennsylvania (Lance, Rodney, & Hamilton-Pennell, 2000a).

There were 104 elementary schools in Region II, Education Service Center area. Each school's web site was examined to see if a school librarian was listed on the personnel pages, out of a possible 104 schools 70 schools had the information on their web sites, information on the other 34 schools was obtained by calling the schools. There were 51 (49%) schools with school librarians, 46 (44%) schools with no school librarian, and 7 (6%) schools that reported a shared librarian with other campuses.

Originally a T-test was going to be used to determine if schools with school librarians scored higher on the reading portion of the TAKS. After examining the data from question two the investigator realized that there were actually three groups instead of two so an ANOVA (analysis of variance) was run instead. The ANOVA

was conducted by entering the data from question two into SPSS, a statistical software used in the social sciences.

After running the ANOVA it found was found that there was no significant difference in TAKS Reading scores between the school who had librarians and school who did not. ($F(2,100) = 2.67, p = .074$)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	308.654	2	154.327	2.672	.074
Within Groups	5776.783	100	57.768		
Total	6085.437	102			

Out of a possible 51 respondents 28 (54%) completed the electronic questionnaire.

The majority of respondents 20 (74%) were from districts with under five thousand students. The rest of the respondents 7 (25%) were from districts with more than five thousand students. One respondent did not provide a response.

The majority of librarians 19 (70%) reported having a certified reading specialist or reading coach in their district. When asked what approach to reading instruction did their school use 10 (37%) did not know, 10 (37%) reported balanced literacy was used, 6 (22%) reported whole language was used, and 8 (29%) reported phonics was used. Respondents could select more than one response to this question because some schools may have used more than one approach.

The librarians were asked about their knowledge of specific approaches to reading instruction. When asked about phonics 6 (24%) reported having expert

knowledge, 15 (60%) reported have good knowledge, 2 (8%) reported having poor knowledge and 2 (8%) reported having no knowledge. When asked about whole language 4 (16%) reported having expert knowledge, 15 (60%) reported having good knowledge, 2 (8%) reported having poor knowledge, and 4 (16%) reported having no knowledge. When asked about balanced literacy 3 (12%) responded having expert knowledge, 14 (58%) reported having good knowledge, 4 (17%) reported having poor knowledge, and 3 (12%) reported having knowledge. There were three respondents who did not respond to this questionnaire.

When asked about assisting with reading instruction in their schools 12 (42%) responded that they did help while 16 (57%) responded they did not. Reasons given for not assisting with reading instruction were lack of time, not part of their job, and not trained properly to teach reading. As a follow-up the librarians were asked how comfortable they would be if asked to help the reading specialist or literacy coach in their school to teach reading. All respondents but one answered this question. 6 (22%) reported they would be extremely comfortable, 16 (59%) responded they would be fairly comfortable, and 5 (19%) responded they would be uncomfortable.

All the librarians 28 (100%) reported being comfortable when they assisted students to select material at their independent reading level. A little over half 15 (55%) of respondents reported receiving formalized instruction in reading instruction. Some librarians responded that they are working towards their reading specialist certification, others responded that they received instruction when pursuing their degree, and others reported attending workshops.

CHAPTER V

SUMMARY AND CONCLUSION

The role of the school librarian evolved throughout the twentieth century. The librarian has moved from being a passive keeper of information to an active participant in the educational process.

The hypothesis for this research project was that not all elementary school libraries are staffed by licensed school librarians and that those schools that are staffed appropriately have higher reading scores.

Research question two supported the first part of the hypothesis, not all elementary school libraries were staffed by licensed school librarians. Out of 104 schools 46 (44%) were not staffed by a licensed school librarian.

After reading the reports from studies conducted in Colorado (Lance, Rodney, & Hamilton-Pennel, 2000b), Alaska (Lance, Hamilton-Pennell, Rodney, Petersen, & Sitter, 1999), and Pennsylvania (Lance, Rodney, & Hamilton-Pennell, 2000a) one would assume that the elementary schools in Region II, Education Service Center are of Texas that had a school librarian would have scored higher on the TAKS Reading Test. After running an ANOVA it was concluded that there was no significant difference in TAKS reading scores between the schools that had librarians and those that did not. This could be based on any number of variables. Perhaps the teacher to pupil ratio in some of the schools was small so the students were given more individualized attention, schools could prepare differently for the TAKS tests or as the questionnaire results showed not all of the librarians were actively participating in reading instruction.

Perhaps a future more detailed study could be undertaken based on studies conducted in other states to thoroughly examine the impact school librarians have on reading scores in Region II, Education Service Center area of Texas.

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APPENDIX

Questionnaire

Thank you for taking the time to participate in this study. Your participation in this study is voluntary and no risks to you through your participation are expected. There will be no adverse results from a decision not to participate and all responses will be recorded anonymously. Additionally, your decision to complete this online survey implies you have given informed consent for participating in this study.
Thank you.

1. What degree (s) do you currently hold or are you working towards?

2. Please select your approximate district population.

- ☐ 0 – 5,000
- ☐ 5,001 – 15,000
- ☐ 15,001 – 25,000
- ☐ 25,001 – 35,000
- ☐ 35,001 – 55,000
- ☐ 55,001 and over

3. What score did your school earn on the most recent READING section of the TAKS test?

4. What was your district's average passing percentage on the most recent TAKS Reading test?

5. Does your school district have a certified reading specialist or literacy coach?

- ☐ Yes
- ☐ No

6. What approach to reading instruction does your school use?

- ☐ Phonics
- ☐ Whole Language
- ☐ Balanced Literacy
- ☐ Don't Know
- ☐ Other (please specify) _____

7. Please indicate your knowledge of the following approaches to reading instruction. 1 being no knowledge and 5 being expert.

	1	2	3	4	5
Phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whole Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Balanced Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Do you assist with reading instruction in your school?

- ☐ Yes
- ☐ No

9. If you answered yes to the above question, please explain how you assist with reading instruction?

10. Would you like to be more involved with reading instruction in your school?

- ☐ Yes
- ☐ No

11. Please explain your choice for the question above.

12. If you were asked to assist the reading specialist / literacy coach to teach reading, how comfortable would you be? 1 being extremely uncomfortable and 5 being very comfortable.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

13. What type of instruction / programming do you offer in the school library?

14. How comfortable are you assisting students with selecting material at their independent reading level? 1 being extremely uncomfortable and 5 being very comfortable.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

15. Have you ever received formal training in the teaching of reading?

☐ Yes

☐ No

16. If you answered yes to the above question, please describe the training you received?

17. Please provide the name of the school district you currently work for. (This is optional)

VITA

Vanessa Jane Earp

Education

- MS Education - Texas A&M University-Kingsville
Kingsville, Texas. Expected graduation date May, 2006.
Specialization in Reading Instruction.
- MLS Master's of Library Science - Indiana University 2002.
Bloomington, Indiana.
Specialization in School Library Media.
- Teaching Credentials as a K-12 Media Specialist
Indiana University 2002.
Bloomington, Indiana
- B.A. Mass Media Communications - University of Akron, 1999
Akron, Ohio

Employment History

Liaison Librarian for Education and Assistant Professor, Kent State University. 2005 – Present

- Create course integrated library instruction for the College and Graduate School of Education, Health, and Human Services.
- Create ways to integrate information literacy standards into the pre-service teacher curriculum.
- Provide one-to-one research assistance to students and faculty.
- Create print and electronic help guides.
- Provide reference desk and virtual reference coverage.
- Teach 60+ minute seminars.
- Collaborate with College of Education Faculty on collection development decisions.

Reference-Education Materials Center Librarian and Instructor, Texas A&M University – Kingsville. 2002 - 2005

- Head of the Education Materials Center.
- Performed liaison duties to the College of Education.
- Taught library instruction sessions and special topic workshops.
- Provided reference desk coverage and e-mail reference.
- Created print and electronic help guides and tutorials.
- Coordinated Jernigan Library's participation in SFX and Virtual

Reference with College Station.

- Co-coordinated Jernigan Library's participation in Project SAILS.

Publications Refereed

Tipton, C. & Earp, V. (2005) One School's Experience with Virtual Reference. *Internet Reference Services Quarterly*, 9, 99-114.

Refereed Review

Earp, V. (2004). Rev. of *Raising standards in literacy*, ed. Ros Fisher, Greg Brooks and Maureen Lewis. *Education Review*
<http://edrev.asu.edu>

Non-refereed Review

Earp, V. (2005). Rev. of *Weaving a library web: A guide to developing children's websites*. Helene Blowers and Robin Bryan. LIBRES: Library and Information Science Research Electronic Journal
<http://libres.curtin.edu.au/libres15n1/index.html>

Presentations Refereed

Economic and Community Development Websites for the Texas/Mexico Border Region.

Co-presented with Dr. Irmin Allner at the International Rio Bravo Association conference "Sustainable Development in the Rio Bravo/Rio Grande Borderlands" on April 3, 2004. Kingsville, Texas.

Viva la NEH! Using Grant Funds for Bilingual Acquisitions and Teacher Education Programming.

Co-presented with Dr. Gilda Ortego at the joint conferences of the Nevada Library Association, Mountain Plains Library Association and REFORMA National Conference on Nov. 6, 2003. Lake Tahoe, Nevada.